



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2350 S Avenue 7 1/2 E., Yuma, AZ 85365

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Eula M. Baumgarner
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-5
Web Address :
Phone Number : (928) 341-9700
Fax Number : (928) 341-9800
E-mail : ebaumgarner@yumaed.org

Mission

It is our mission to prepare and educate our students to be successful in our ever changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The students will evaluate their own writing and the writings of their peers based on the Six Traits of Writing rubric.
- ü The students will demonstrate strategies for successful and independent reading.
- ü The students will use problem-solving strategies as exemplified in the mathematical curriculum and exploration of the scientific process.
- ü The students will demonstrate and utilize academic strategies through fine arts and physical education.

Enrollment

October 1, 2005 School Year Student Enrollment : 796
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 16

Instructional Programs

- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Hearing Impaired Program
- Ü ESL Instructions & Strategies
- Ü Literacy For All Framework
- Ü Title 1

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	9/2/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

We, the school staff, will provide high-quality curriculum and instruction in a safe, supportive, and effective learning environment so that our students can master the Arizona Standards.

Parents

We will communicate with parents to help them support student learning at home in the academic skills being stressed in the educational program at school. Parents are asked to monitor and support student progress. Parents are included in the school improvement team to assist in the development of the school improvement plan. Parents are urged to be active members of the Desert Mesa Elementary PTO. Parents are invited to participate in the Desert Mesa elementary Site Council.

Transportation Policy

Transportation is provided for students of the Desert Mesa attendance area living one mile or more from our school. In addition, all Special Education students are given door-to-door transportation with additional staff on buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2005 RIF Community Reading Champs	2005
Ü 2005 Primary Teacher of the Year--Ed Foundation	2005
Ü 2005 Sams Club Teacher of the Year	2005
Ü 2004 RIF Community Reading Champs	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1139	80010	100	99	99	441	435	447	9	10	10	19	24	18	58	58	53	14	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	579	38935	100	99	99	440	436	447	8	8	9	25	25	19	57	59	55	10	7	17
Male	75	559	40974	100	99	98	444	435	448	9	11	11	15	23	18	59	57	52	17	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	75	745	34545	100	99	99	429	427	432	15	12	14	27	29	24	52	55	53	7	4	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	451	474	--	NA	4	--	33	10	--	47	50	--	20	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	58	347	35142	100	100	99	457	452	465	3	5	5	10	14	11	64	66	56	22	15	28
Students with Disabilities	18	96	10161	100	91	93	417	409	419	39	33	28	11	33	28	44	29	36	6	4	8
Students without Disabilities	121	1043	69849	99	100	100	445	438	451	5	8	7	21	24	17	60	61	56	15	8	19
Limited English Proficient Students	35	288	14013	100	98	97	410	411	413	26	20	24	31	41	34	40	38	39	3	1	3
Migrant Students	19	112	603	100	98	96	409	417	417	16	15	22	47	38	32	32	46	42	5	1	4
Economically Disadvantaged	69	744	39029	99	98	98	428	428	432	13	11	14	26	29	25	54	55	52	7	4	9
Non-Economically Disadvantaged	70	395	40981	100	100	100	455	449	462	6	7	6	13	15	13	61	64	54	20	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1146	79438	100	100	98	445	446	451	12	9	9	24	28	24	54	57	56	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	583	38775	100	100	99	451	452	457	11	7	7	24	25	22	51	60	58	14	9	13
Male	75	562	40560	100	99	97	440	439	446	12	11	12	25	31	25	57	54	54	5	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	75	752	34297	100	100	98	432	436	434	15	11	14	31	34	31	53	53	50	1	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	462	475	--	NA	3	--	20	15	--	67	63	--	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	58	346	34887	100	99	98	460	466	471	10	5	4	17	15	15	52	65	63	21	15	18
Students with Disabilities	18	103	9588	100	97	88	411	407	416	39	31	30	28	38	32	28	27	34	6	4	5
Students without Disabilities	121	1043	69850	99	100	100	450	449	456	8	7	7	24	27	23	58	60	59	10	7	12
Limited English Proficient Students	35	293	13856	100	100	96	407	412	407	23	20	27	46	49	43	31	30	29	NA	0	1
Migrant Students	19	114	600	100	100	96	411	421	418	21	20	22	47	39	38	32	39	39	NA	2	2
Economically Disadvantaged	69	751	38685	99	99	97	430	437	435	14	11	14	32	32	32	54	54	50	NA	3	5
Non-Economically Disadvantaged	70	395	40753	100	100	99	459	462	467	10	5	5	17	20	16	54	62	62	19	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	1149	79971	99	100	99	430	423	423	7	5	8	35	47	41	57	47	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	584	38974	98	100	99	441	434	437	5	3	5	31	38	33	63	57	57	2	2	4
Male	74	565	40895	99	100	98	422	412	410	8	6	10	38	56	47	51	37	41	3	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	73	751	34481	97	100	99	417	419	410	11	5	10	33	47	46	53	46	43	3	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	435	449	--	NA	4	--	47	28	--	53	60	--	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	57	350	35150	100	100	99	446	431	437	2	3	5	39	48	35	58	48	56	2	2	5
Students with Disabilities	17	104	10258	100	98	94	366	377	377	24	16	23	53	62	51	18	20	25	6	2	1
Students without Disabilities	119	1045	69713	98	100	100	440	427	429	4	3	5	32	45	39	62	50	52	2	1	3
Limited English Proficient Students	35	293	13985	100	100	97	388	396	382	17	11	18	37	54	54	46	34	27	NA	0	0
Migrant Students	19	113	608	100	99	97	393	390	389	16	15	16	37	47	50	47	38	33	NA	NA	0
Economically Disadvantaged	68	753	38994	97	99	98	413	418	409	10	5	10	41	48	47	47	45	41	1	1	1
Non-Economically Disadvantaged	68	396	40977	100	100	100	448	433	437	3	3	5	28	44	34	66	52	56	3	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	1117	80147	99	99	99	464	466	482	16	13	11	19	21	17	54	54	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	548	39281	99	99	99	467	467	483	14	12	9	17	21	17	56	55	50	13	12	24
Male	69	569	40780	100	98	98	460	466	482	19	14	12	22	22	17	51	53	48	9	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	76	722	33494	99	98	99	451	459	466	22	15	15	25	26	23	47	52	49	5	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	528	515	NC	8	4	NC	8	8	NC	31	44	NC	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	55	322	36122	100	99	99	484	483	501	7	9	5	13	12	10	62	60	50	18	18	35
Students with Disabilities	21	114	10295	100	92	92	408	423	443	57	46	33	29	25	26	14	25	33	NA	3	8
Students without Disabilities	126	1003	69852	99	99	100	473	471	488	10	9	7	17	21	16	60	57	51	13	12	26
Limited English Proficient Students	29	278	12722	97	97	97	424	441	441	41	23	27	31	35	33	28	38	37	NA	3	3
Migrant Students	18	116	622	100	96	97	436	448	454	22	17	19	39	34	30	39	46	43	NA	3	8
Economically Disadvantaged	76	765	38371	99	97	97	447	458	465	24	16	15	26	26	23	46	50	49	4	7	13
Non-Economically Disadvantaged	71	352	41776	100	100	100	482	485	498	8	6	6	11	12	11	62	63	49	18	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	1116	79686	99	98	98	455	459	470	15	13	11	31	30	24	50	54	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	548	39163	99	99	99	461	463	475	10	11	9	32	26	22	53	58	60	5	4	10
Male	69	568	40438	100	98	97	450	455	465	20	14	13	30	33	25	46	51	54	3	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	76	721	33299	99	98	98	440	450	452	21	15	17	36	35	32	43	49	47	NA	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	498	490	NC	8	5	NC	8	13	NC	69	68	NC	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	55	323	35914	100	99	98	479	481	489	5	7	5	25	19	15	58	66	67	11	9	14
Students with Disabilities	21	113	9808	100	91	87	401	416	432	62	45	35	29	29	32	10	24	30	NA	2	3
Students without Disabilities	126	1003	69878	99	99	100	465	464	475	7	9	8	32	30	23	56	58	61	5	4	9
Limited English Proficient Students	29	277	12594	97	97	96	410	425	422	38	27	34	55	48	45	7	24	21	NA	1	0
Migrant Students	18	116	611	100	96	95	430	438	439	17	19	22	61	44	39	22	36	37	NA	1	2
Economically Disadvantaged	76	764	38095	99	97	97	436	450	452	22	16	17	39	35	32	38	47	48	NA	2	3
Non-Economically Disadvantaged	71	352	41591	100	100	99	476	480	486	7	6	6	23	18	16	62	70	65	8	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	1118	80372	99	99	99	467	478	475	6	3	4	29	26	30	65	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	550	39452	100	99	99	477	488	488	4	2	3	22	21	22	75	77	72	NA	1	3
Male	68	568	40836	99	98	98	455	469	464	9	5	6	37	31	37	54	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	76	724	33608	99	98	99	460	476	462	7	3	6	36	28	36	58	69	57	NA	0	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	509	500	NC	8	2	NC	NA	16	NC	92	75	NC	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	55	321	36213	100	99	99	481	486	489	4	2	2	20	22	22	76	75	72	NA	1	3
Students with Disabilities	20	109	10526	95	88	94	392	420	427	30	17	15	50	49	53	20	33	31	NA	1	1
Students without Disabilities	127	1009	69846	100	100	100	479	484	482	2	2	3	25	23	26	72	74	69	NA	1	2
Limited English Proficient Students	28	276	12747	93	96	97	438	456	432	11	7	12	54	40	52	36	53	36	NA	0	0
Migrant Students	18	115	621	100	95	97	454	465	452	6	5	9	50	36	40	44	59	51	NA	NA	0
Economically Disadvantaged	76	767	38521	99	97	98	456	473	461	8	4	6	36	30	38	57	66	55	NA	0	1
Non-Economically Disadvantaged	71	351	41851	100	100	100	478	489	489	4	2	3	21	18	22	75	79	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1160	79306	96	97	99	497	488	504	14	16	13	18	24	20	56	51	49	13	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	543	38845	96	96	99	501	489	505	10	14	11	14	23	20	62	55	50	14	8	18
Male	77	615	40383	96	97	98	494	487	504	17	18	14	21	25	19	51	49	47	12	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	89	727	32673	96	97	99	485	480	487	15	20	18	22	26	25	61	51	46	2	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	53	367	36234	96	98	99	520	504	523	11	9	6	9	19	13	47	54	52	32	17	28
Students with Disabilities	20	125	10286	95	86	91	474	454	462	35	44	41	20	29	27	35	23	27	10	4	5
Students without Disabilities	128	1035	69020	96	98	100	501	492	510	10	13	9	17	24	18	59	55	52	13	9	21
Limited English Proficient Students	32	235	10291	94	95	96	455	458	458	44	40	38	28	29	34	28	30	26	NA	1	2
Migrant Students	28	110	630	97	94	95	476	469	478	21	28	24	21	29	27	57	42	43	NA	1	6
Economically Disadvantaged	71	765	37437	92	96	97	476	478	486	23	21	19	27	28	26	48	48	46	3	3	9
Non-Economically Disadvantaged	77	395	41869	100	99	100	517	507	521	5	8	7	9	17	14	64	58	51	22	17	27

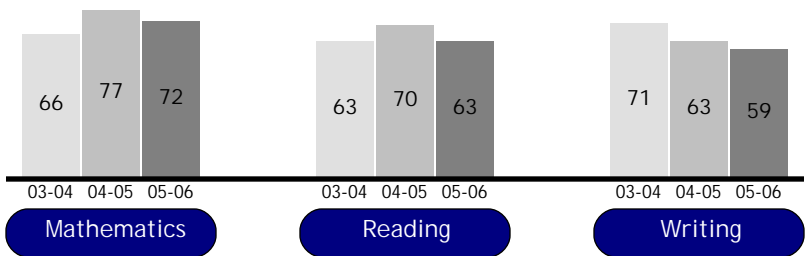
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1170	79000	96	98	98	486	478	489	10	13	10	24	28	24	56	55	58	9	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	549	38774	96	98	99	493	484	494	7	11	7	20	24	22	65	60	61	8	5	10
Male	77	619	40150	96	98	98	480	474	485	13	14	12	29	31	25	48	50	55	10	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	89	733	32508	96	97	98	471	468	472	13	16	15	33	33	33	52	50	49	2	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	53	371	36135	96	99	98	516	498	508	2	6	4	11	17	14	64	64	67	23	12	15
Students with Disabilities	20	135	9991	95	93	88	466	443	449	25	41	33	20	33	36	45	23	29	10	2	2
Students without Disabilities	128	1035	69009	96	98	100	489	483	495	8	9	6	25	27	22	58	59	62	9	5	10
Limited English Proficient Students	32	241	10199	94	97	95	437	439	439	38	37	35	44	46	47	19	17	18	NA	NA	0
Migrant Students	28	111	629	97	95	95	460	455	457	18	27	22	43	38	41	39	34	37	NA	1	1
Economically Disadvantaged	71	773	37234	92	97	97	461	468	472	18	17	15	37	32	33	45	49	50	NA	2	3
Non-Economically Disadvantaged	77	397	41766	100	100	99	509	498	505	3	5	5	13	18	16	66	66	65	18	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1173	79611	96	98	99	491	495	496	6	7	7	46	37	37	47	56	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	556	39016	97	99	99	508	513	511	1	2	4	42	30	29	56	67	66	1	1	1
Male	76	615	40519	95	97	98	475	480	482	11	10	10	50	43	44	39	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	88	734	32855	95	97	99	478	486	481	9	8	10	50	42	43	41	50	47	NA	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	54	371	36380	98	99	99	517	513	511	NA	4	4	39	29	30	59	67	65	2	1	1
Students with Disabilities	20	128	10664	95	88	94	448	443	440	20	18	23	60	62	54	20	20	22	NA	NA	1
Students without Disabilities	128	1045	68947	96	99	100	498	502	504	4	5	4	44	34	34	52	61	61	1	0	1
Limited English Proficient Students	31	237	10362	91	96	97	432	446	438	23	19	22	55	57	57	23	24	21	NA	NA	NA
Migrant Students	27	109	636	93	93	96	460	470	467	11	12	14	63	51	47	26	37	38	NA	NA	0
Economically Disadvantaged	70	774	37626	91	97	98	466	483	479	11	9	10	56	42	45	33	49	45	NA	0	0
Non-Economically Disadvantaged	78	399	41985	100	100	100	513	518	511	1	2	4	37	26	30	60	71	65	1	1	1

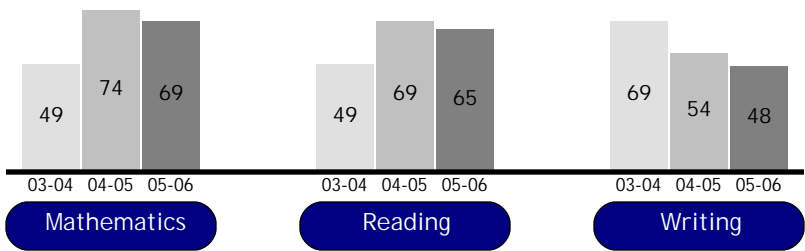
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	54	NA	58	98	40	43	47	99	41	41	46
	Language	81	38	41	50	98	33	45	47	99	35	44	48
	Mathematics	91	52	60	64	99	41	43	50	99	43	44	52
3	Reading	97	48	NA	55	100	43	39	44	100	41	41	46
	Language	100	50	48	61	100	42	40	44	100	41	41	46
	Mathematics	100	62	54	61	100	48	44	51	100	52	44	52
4	Reading	97	59	NA	56	99	46	43	48	100	41	43	52
	Language	98	50	44	52	99	47	44	49	100	46	44	52
	Mathematics	99	66	54	61	100	55	48	53	100	54	52	58
5	Reading	97	59	NA	55	100	49	46	50	97	54	48	56
	Language	100	43	44	49	100	50	44	50	97	52	44	54
	Mathematics	100	70	55	63	100	49	42	49	97	48	43	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü School Safety
 Ü School/Business/Community Relations
 Ü School Improvement/Literacy
 Ü Budget
 Ü Communication--Community/School
 Ü Playgrounds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	6	5	0	0
7 to 9 years	3	3	0	0
10 or more years	4	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

Ü Media Center
 Ü Media Studio
 Ü Two-way Stage

Extracurricular Activities

Ü Gifted Classes
 Ü Spanish
 Ü Honor Choir
 Ü Guitar
 Ü Parent Academy
 Ü Garden Club

Social Services

Ü Day Care
 Ü Crisis Intervention
 Ü Clothing/Food Banks
 Ü Migrant/Title 1 Outreach/Adult ESL Class
 Ü Recreational Activities
 Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We provided extracurricular programs for special needs students including gifted and academically at-risk. We provide specific interventions for students reading and writing below-grade-level.
- ü School staff utilized developmentally appropriate strategies and materials to strengthen concepts, facilitate problem-solving and to enhance each child's academic growth.
- ü Benchmarks for reading and writing on grade level calendared throughout the year.
- ü As an established facility, we continue to be a cohesive working unit with staff, students, parents, and our community.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are committed as a staff to presenting an Absence of Threat Environment for our students. We use the student assistance team to help deal with issues in the classroom and on the playground. Our school has a crisis management plan in place and known to all staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Eula M. Baumgarner	(928) 341-9700
Transportation Policy	Unfilled	(928) 580-1080
Community Resources	Eula M. Baumgarner	(928) 341-9700
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Shawn Wofford	(928) 341-9700
Student Health/Nurse	Nancy Tipton	(928) 341-9700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 10 Copies = \$4.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.